



Strategic Plan 2019-2024

“Achieving Excellence by Educating all Students for Tomorrow’s World.”

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Executive Summary

The Oakes Public School District has two schools under one roof with a K-12 enrollment of 484 students. The need for a strategic plan is necessary to guide the district through the transition to personalized competency-based learning, support the flex mod initiative in the high school, plan for funding the ongoing building and grounds upkeep, and support and guide the recruitment and retention task force.

The Portrait of a Graduate will serve as our North Star of a system transformation and provide strategic direction for the overall educational experience for students. EdLeader 21 states that school leaders need to ask:

- What are the hopes, aspirations, and dreams that our community has for our young people?
- What are the skills and habits of mind that our children need for success in this rapidly changing and complex world?
- What are the implications for the design of the learning experiences and equitable access to those experiences we provide in our school systems?

The following strategic plan makes our priorities clear, ensures full transparency, and will use measurable outcomes to hold us accountable for maintaining focus on what will benefit our students. The plan is proactive and provides a road map to create the kind of educational experiences we want for today's and tomorrow's children. A balanced mix of current practice and new initiatives can be found throughout the plan. The plan is comprehensive and reaches all corners of the district. Both the academic and operational branches of the school district are melded together to create consistency in practice.

The Oakes Public Schools Strategic Plan sets the course for the future of our district. We invite the Oakes community to join us as we "Achieve excellence by educating all students for tomorrow's world."

*Kraig M Steinhoff, Superintendent
Oakes Public Schools*

Oakes School Board

Sonia Meehl - President
Karla Hoelscher
Sheila Nagel
Robert Thorpe
Bill Schmitz

Oakes Administration

Kraig Steinhoff - Superintendent
Brandon Bata - High School Principal
Anna Sell - Elementary Principal

STRATEGIC PLANNING PROCESS OVERVIEW AND DEFINITIONS

School District Systems Alignment

There is a difference between the three central tenets of school district organization. Those tenants include Board Governance Policies, District Strategic Planning, and District Operational Planning. The following definitions help clarify the roles each plays in a strategically aligned school district. See figure below:



Elements of a Strategic Plan

A comprehensive strategic plan includes both the academic and operational aspects of a school district as identified in the district's accreditation process; the AdvancED school improvement model. This model includes three domains:

- ❖ Leadership Capacity
- ❖ Learning Capacity
- ❖ Resource Capacity

The Domains are statements that define the capacity of a school district to provide quality student experiences as measured by a set of standards and meet the rigorous demands of continuous school district improvement. A strategic plan will align the work of the school district in both academic and operational strategic initiatives, goals and result metrics.

The elements of a good strategic plan include Mission Statement, Vision Statement, Belief or Value Statements, Strategic Initiatives, Goals, and Results that are aligned with the AdvancED performance standards for continuous school improvement.

What is Strategic Planning?

Strategic planning is an organizational management activity that is used to set priorities, focus energy and resources, strengthen operations, and ensure that employees, board members, and stakeholders are all working toward common goals. It is an effort that will guide fundamental decisions and actions to shape the future of your school district.

What is a Strategic Plan?

A Strategic Plan is a living document used to communicate the organization's goals, the priorities needed to achieve those goals, and metrics used to measure progress on those goals. It includes both the academic and operational aspects of the school district.

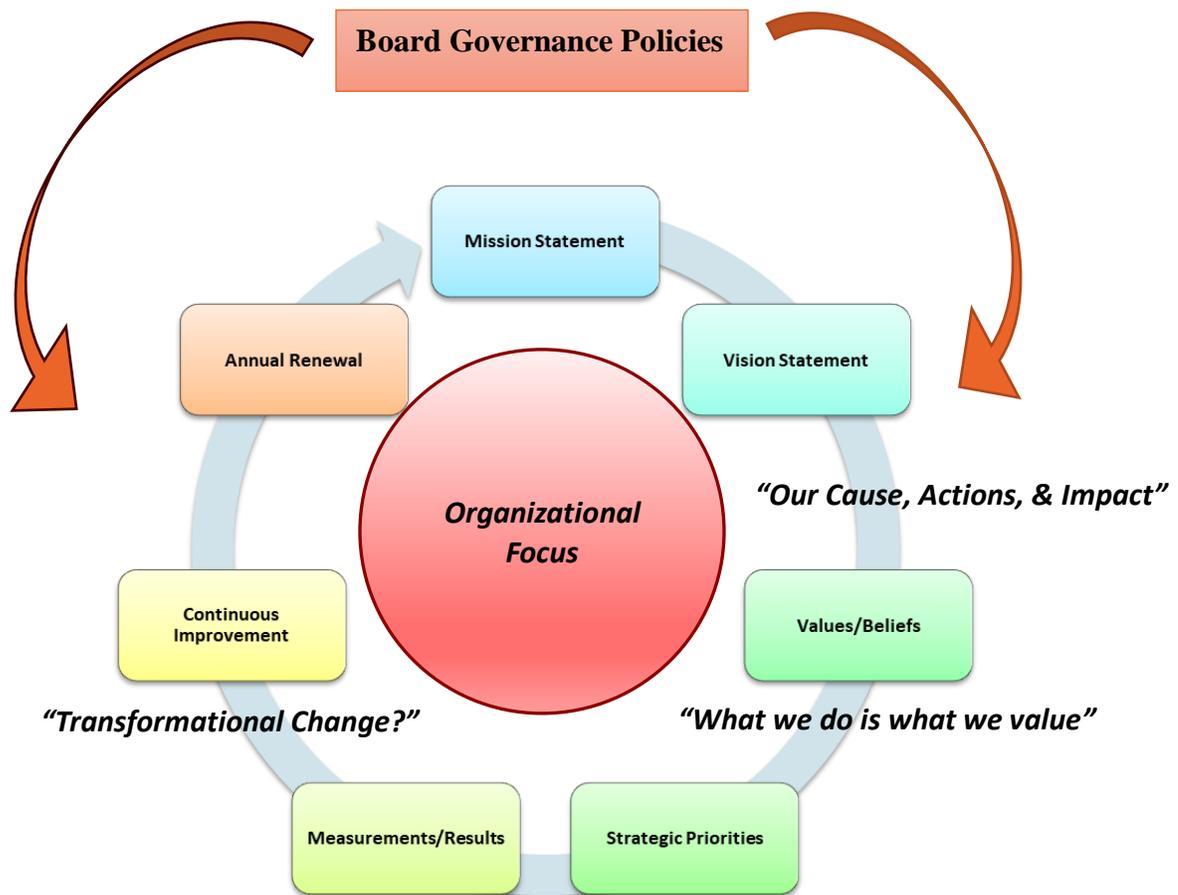
The strategic plan is aligned with the Board’s governing policies. Through these policies, the Board sets the directive; however, the Superintendent ensures a process is put in place to develop and implement a strategic plan.

Strategic Planning vs. Operational Planning

A strategic plan is a living document used to communicate the organization's goals, the priorities needed to achieve those goals, and metrics used to measure progress on those goals. It outlines your mission, vision, values, and strategic initiatives (focus) for the next three to five years. A focused strategic plan will strengthen operations, and ensure that employees, board members, and stakeholders are all working toward common goals.

An operational plan is a yearly plan which will focus the work of the district during the current school year. It is the mechanism used to implement a strategic plan. The operational plan is directly aligned to the strategic plan and includes metrics to measure the progress of the plan throughout the school year

Strategic Planning Model



Proactive vs. Reactive
“Hope for the best is not a strategic initiative!”

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Strategic Planning Committee

A Strategic Planning Steering Committee was developed and consisted of the following members:

- Kraig Steinhoff-superintendent
- Anna Sell-elementary principal
- Brandon Bata-high school principal
- Bill Schmitz-board member
- Sonia Meehl-board member
- Greg Dobitz-elementary teacher
- Dani Roney- elementary teacher
- Shari Christenson-high school teacher
- Brennan Hack-high school teacher
- April Haring-support staff
- Deb Van De Venter-support staff
- Emily Ptacek-community member
- Greg Stemen-community member
- Coy Awender-student
- Madison Iverson-student
- Jason Paradis-elementary parent
- Jessica Sundby-elementary parent
- Scott German-high school parent
- Shannon Jepson-high school parent

Dr. Jeff Schatz served as the Chair/Facilitator while the Cabinet and other district administrators played the role of the support team and assisted in facilitating the process.

Planning Process

The planning process and actual construction of a new strategic plan occurred over a series of meetings.

- September 17 Community Focus Group
- October 3 Steering Committee Meeting #1 3:30 – 5:30 pm
- October 24 Steering Committee Meeting #2 3:30 – 5:30 pm
- November 14 Steering Committee Meeting #3 3:30 – 5:30 pm
- February 6 Steering Committee Meeting #6 3:30 – 5:30 pm
- February 20 Steering Committee Meeting #7 3:30 – 5:30 pm

**All Steering Committee Meetings were held in the school conference room.

Oakes Public Schools

Strategic Plan 2019-2024

Our Mission

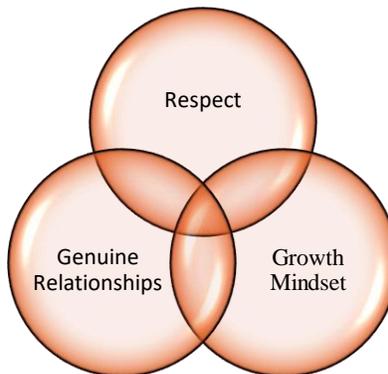
“Achieving excellence by educating all students for tomorrow’s world.”

Our Vision

“Our vision for the future is to create personalized educational experiences that will prepare each student to develop the skills essential for their success. These skills include critical thinking, communication, collaboration, and creativity. We will accomplish this by supporting our students in their intellectual, social, and personal growth in a community that is safe and conducive to learning.”

Our Commitments

The Oakes Public Schools value respectful relationships between and among students, staff, parents, and the community. We know that through the development of genuine relationships we will instill a growth mindset where each student can realize their full potential.



Our Strategic Focus

The Oakes Public Schools will achieve its mission, vision, and commitments through the fulfillment of its strategic plan. The following strategic initiatives will guide our efforts as we “Achieve excellence by educating all students for tomorrow’s world.”

- I. Academic Engagement and Personalized Learning
- II. School Culture and Climate
- III. Community Outreach and Engagement
- IV. Resource Management and Planning
- V. Continuous Improvement and Accountability

I. ACADEMIC ENGAGEMENT AND PERSONALIZED LEARNING

The Oakes Public Schools will use a personalized competency-based approach to engage students in their own educational experience. North Dakota State Standards provides the structure for teaching and learning and encourages the highest achievement of every student by defining the knowledge and skills that students should acquire at each grade level.

GOAL 1: Portrait of a Graduate – 21st Century Skills Development

The Oakes Public Schools will use the 21st Century Skills of collaboration, communication, creativity, and critical thinking to create a portrait of a graduate. The 21st Century Skills encourage the highest achievement of every student, by defining the knowledge and skills that students should acquire at each grade level and support the learning of the North Dakota State Standards.

Objectives

1. Develop a portrait of a graduate that includes essential skills necessary for each student's future success.
2. Provide professional development for faculty and staff focused on the content and utilization of our portrait of a graduate.
3. Implement instructional practices that incorporate the essential skills identified in the Portrait of a Graduate.

Progress Monitoring

1. A Portrait of a Graduate will be created and implemented.
2. The professional development calendar will include yearly training on our Portrait of a Graduate.
3. Students will be surveyed annually in grades 9-12 to gather feedback on attainment of essential skills in our Portrait of a Graduate.

GOAL 2: Personalized Competency-Based Learning

The North Dakota Department of Public Instruction defines personalized learning as a process where students are met at their level, challenging them with high expectations for academic achievement. Personalized learning includes:

- Rigorous academic standards and social-emotional skills students will need to be ready for college, career, and life.
- Customized instruction will allow each student to design learning experiences.
- Varied pacing based on individual student needs.
- Real-time differentiation of instruction supports interventions based on formative assessments and student feedback data.
- Access to clear, transferable learning objectives and assessment results.
- Oakes Public Schools will maintain the right to define competency-based learning as it pertains to the school district's initiatives.

Objectives

1. Maintain a partnership with the North Dakota Department of Public Instruction and Knowledge Works.
2. Develop and implement a plan to transition from traditional based education to personalized competency-based learning.

Progress Monitoring

1. Meet timelines and fulfill requirements set forth by the North Dakota Department of Public Instruction and Knowledge Works throughout the five-year transition time.
2. Implementation of personalized competency-based learning in PreK-12.

GOAL 3: MTSS (Multi-Tiered Support System)

North Dakota's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in teaching or goals. Data is used to allocate resources to improve student learning and support staff implementation of effective practices.

Objectives

1. Expand the MTSS programming systemwide from PreK -12.
2. Refine and apply instructional pathways for 7-12.
3. Create a shared data wall that includes K-12.
4. Provide regularly scheduled professional development time for the teacher to collaborate on MTSS data and interventions for students.

Progress Monitoring

1. Use assessment data to monitor student performance.
2. Finish development of (MTSS Pathway) for PreK -12.
3. Monitor the use of data walls to make student programming decisions.
4. Professional learning committee minutes will be maintained and posted by team leaders.

GOAL 4: Student Achievement

The Board of Education recognizes that the critical work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district.

Objectives:

1. The Board of Education and administrators will identify benchmarks to be used to evaluate student achievement per policy GABDA.

Progress Monitoring

1. The results of the benchmarks will be updated annually and reported to all district stakeholders.

II. SCHOOL CULTURE AND CLIMATE

The Oakes Public Schools are dedicated to developing programs that build positive relationships, which will ensure a positive school experience.

GOAL 1: Growth Mindset

A growth mindset is a frame of mind or a belief system which individuals use to process incoming information. People with a growth mindset look at challenges and change as *a motivator* to increase effort and learning. Oakes Public Schools will use the Growth Mindset Framework to develop and implement a school-wide plan for teachers and students. <https://www.mindsetworks.com/Science/Teacher-Practices>

Objectives

1. Provide professional development to faculty and staff on the Growth Mindset.
2. Establish practices that enhance the Growth Mindset in students, faculty, and staff.
3. Create a formal structure to ensure students develop positive relationships with adults and peers who support their educational experiences.

Progress Monitoring

1. The professional development calendar will include training on the Growth Mindset.
2. Survey students, staff and faculty annually to gather feedback on the implementation of Growth Mindset practices.

GOAL 2: Mental Health and Student Behavior Planning

The Oakes Public Schools are committed to ensuring that staff and students are in a school environment that is safe and conducive to learning. The Multi-Tiered System of Support (MTSS) process for behavior challenges can be used to assist in identifying and helping students who experience mental health or behavioral issues.

Objectives

1. A task force will be developed to explore best practices used to address the issue of mental health, drug/alcohol issues, or potential drop out programming.
2. The recommendations of the task force will be used to develop a plan of action addressing mental health, drug/alcohol issues, or potential drop out programming.
3. Increase behavioral preparedness of incoming kindergarten students by providing preschool programming for students in need.
4. Create partnerships with outside entities to deal with mental health issues of students, staff, and faculty.

Progress Monitoring

1. Analyze behavior incident data.
2. Analyze PreK-12 assessment data semiannually.
3. Monitor the development of partnerships with outside entities.
4. MTSS-B procedures or protocols system are implemented to decrease disruptions of the learning environment due to behavior challenges.

GOAL 3: Participation and Experiences in Extra and Co-curricular Activities

The Oakes Public Schools will support participation by all students in extra and co-curricular activities. Activities offered include academic activities, career technical student activities, athletics, clubs, drama, and music.

Objectives

1. The Oakes Public schools will ensure that a variety of extra and co-curricular programs and activities are made available for all students.
2. Oakes Public schools will continue to find ways to improve and enhance current extra and co-curricular activities.

Progress Monitoring

1. The Oakes Public Schools will monitor the effectiveness of the extra and co-curricular programs by monitoring student participation numbers, satisfaction survey data, GPA of participants, team scholar award recipients.
2. The Activities Director will report to the school board after each season on participation numbers and program success.

III. COMMUNITY OUTREACH

The Oakes Public Schools will develop external partnerships which will provide additional support and enrichment opportunities for students and staff.

GOAL 1: Business Partners-Student Internships

The Oakes Public Schools will establish partnerships and relationships with non-profits and area businesses to support student academic success.

Objective

1. Continue implementation and expansion of work-based learning opportunities provided to our Juniors and Seniors.

Progress Monitoring

1. Student completion of internship projects.

GOAL 2: Family Engagement

The Oakes Public Schools provide a wide variety of communication through Facebook, newspaper, newsletter, Twitter, and Website. These are helpful ways to get information out; however, they do very little to engage our families. The focus on engagement means that we need to offer more ways for families to be involved.

Objective

1. Family Engagement is more than family communication. The Oakes Public Schools will develop ways to engage families, to positively impact student learning outcomes.

Progress Monitoring

2. A plan to further engage families will be developed and implemented.

IV. RESOURCE MANAGEMENT AND PLANNING

The Oakes Public Schools will secure and allocate resources needed to fund and carry out this strategic plan. Meeting the needs of all students by providing equitable opportunities across the school district will be a priority in all decisions made to educate students.

GOAL 1: Recruitment & Retention of Staff

The Oakes Public Schools will create a positive, supportive work environment and culture that recognizes human motivators and allows for flexibility in meeting the full range of needs facing our existing or potential school workforce. We will accomplish this goal by providing:

- Competitive compensation and benefit packages
- High-quality new employee orientation programs
- A mentoring program for all new staff
- Continuing education and professional development for all staff members

Objectives

1. Review and further refine current practices regarding staff orientation, mentoring, and coaching programs that address unique professional practices and organizational expectations in support of all staff through guidance, support, and feedback.
2. Continue discussions around the recommendations made by the Retention and Recruitment Taskforce.

Progress Monitoring

1. Update negotiated agreement that includes recommendations of the recruitment and retention task force.
2. Develop written documents outlining the processes used for staff orientation, mentoring, and coaching programs by the spring of 2020.

GOAL 2: Long-Range Facilities Planning

The Oakes Public Schools will strive to build and maintain facilities necessary to carry out the Mission of the district with appropriate space available for all aspects of education. This will be accomplished through the following objectives:

Objectives

1. The Oakes Public Schools will develop a Long-Range Facilities Plan to assist the Board of Education and administration in the decision-making process as they plan for facility needs.
2. The Oakes Public Schools will implement the Long-Range Facilities Plan using the necessary resources to both maintain existing facilities, and design and remodel or build new facilities.
3. Annual Operational Maintenance – Oakes Public Schools will systematically plan maintenance projects for completion. The plan will include a detailed list of annual needs and scheduling, to ensure designated projects are completed.

Progress Monitoring

1. A task force will be developed during the Fall of 2019, to create a Long-Range Facilities Plan. The task force will develop the plan over a series of meetings completing a plan document for the Board of Education's approval by May 1, 2020.

GOAL 3: Long-Range Technology Plan

The Oakes Public Schools are committed to ensuring all faculty and students have access to technology. Furthermore, our top priority will be the integration of technology within the curriculum to optimize the individual learning of each student. Integrated technology within the curriculum assists students in gathering, evaluating, and or use information, conduct research, solve problems, and create original works.

Objectives

1. The Oakes Public Schools will develop a Long-Range Technology Plan to ensure students are college or career ready.
2. Faculty and students will acquire the knowledge to use a variety of technology tools through classroom instruction and professional development activities.
3. The Oakes Public Schools will continue the integration of technology as a learning tool for students and staff.
4. The Oakes Public Schools will plan to use technology as an efficient and effective mode of communication with school stakeholders.

Progress Monitoring

1. Development of a comprehensive Long-Range Technology Plan will be completed by the end of the 2020-21 school year.
2. Development of professional development opportunities will include training for faculty and the use of technology in the delivery of classroom curriculum.
3. Internal and external communications will use a variety of communication tools such as website and social media platforms.

GOAL 4: Long-Range Financial Planning

The Oakes Public Schools will develop long-term financial stability and sustainability plan. This effort will require ongoing State commitment to education funding, local support for the educational experience expected by district stakeholders, and ongoing Federal support for educational mandates. As a result of our efforts, this will be accomplished through the following objectives:

Objectives

1. Prepare a Long-Range Financial Plan which is data driven with historical, current, and future data projections.
2. Prepare a budget aligned with AdvancED school improvement plans and strategic initiatives with a shared vision of the district's strategic initiatives.
3. Prepare an annual budget which addresses facility and technology needs to support effective instruction.

Progress Monitoring

1. The Oakes Public Schools will research and develop a Long-Range Financial Plan by December 2019.
2. The Oakes Public Schools will develop an annual budget with final approval by the Board of Education. The budget will be prepared using data metrics provided by the Long-Range Financial Plan which includes historical, current, and future forecasted parameters and assumptions.

V. CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

The Oakes Public Schools are committed to making data-driven decisions to ensure continuous improvement and accountability. The school district will engage in a comprehensive process of building and district level evaluation and accreditation. This will be accomplished by using the AdvancED School Improvement and Accreditation Model. AdvancED has defined three standards and corresponding indicators to assess overall school district performance. The three standards are:

Standard 1: Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Standard 2: Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Standard 3: Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

AdvancED Engagement and Review report – January 30-31, 2018

The Oakes Public Schools have identified and ensured that the recommendations made by the 2018 AdvancEd report team are embedded throughout the current strategic plan. Advanced recommendations included:

Opportunity for Improvement #1

Ensure all teachers implement instructional strategies that promote critical thinking, creativity, innovation, digital learning, and collaborative problem-solving for students to use 21st Century Learning competencies and skills.

Opportunity for Improvement #2

Develop a formalized process to implement a system to analyze and use data to drive instruction and align curriculum.

Improvement Priority #1

Design and implement induction, mentoring, and coaching programs that address unique professional practices and organizational expectations in support of all staff through guidance, support, and feedback from peers and leaders.

Improvement Priority #2

Implement a formal structure to ensure learners develop a positive relationship with and have consistent access to an adult who ensures the learners are supported during their educational experiences.

THE OAKES PUBLIC SCHOOLS STRATEGIC PLAN ANNUAL REVIEW

Oakes's strategic plan will serve as a compass to maintain the priorities, goals, and achievements of the school district. Engaging community stakeholders in what is the most comprehensive approach to providing educational experiences, for the students we serve is essential to understanding what is critical to the community. This plan responds to growth and opportunity, sustainability of programs, and community needs. In April of each year, the plan will be reviewed by the administrative leadership team and presented to the Board of Education to consider adjustments to the plan.

Facilitated and procured in collaboration with the strategic planning committee, administration, and Board of Education by *Dr. Jeffry M. Schatz, March 11, 2019*

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